DOCUMENT RESUME

ED 328 857 CG 023 164

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TITLE Role of the Guidance Counselor.
PUB DATE 91
NOTE 7p.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behaviorism; Counseling Objectives; *Counselor Role; *Counselor Teacher Cooperation; Curriculum Development; Educational Counseling; Elementary Secondary Education; *Guidance; Humanism; Psychology; School Counselors; Student Needs

ABSTRACT

The guidance counselor needs to be actively involved in improving the curriculum. There are definite guidelines counselors should follow when helping teachers provide individual help to students in the classroom and school setting. A counselor should help teachers perceive meaning in providing for each student in the curriculum, thus adjusting the curriculum to each student rather than forcing the student to adjust to the curriculum. Counselors should assist teachers in using appropriate pretest approaches so that the present achievement level of each student may be evaluated. It is important that counselors aid teachers in providing for individual differences. Counselors can help teachers view problem solving as a major philosophy of teaching, guiding them to identify vital problems, gather related data, develop hypotheses, and test the hypotheses in a functional setting. Counselors need to be able to work with teachers to identify and solve problems related to discipline, attention for learning, social development, optimal individual student progress, and specific problems in learning. Counselors may assist teachers in helping students to be accepting of and accepted by others and in providing for both the emotional needs of students and for their individually based learning experience. The guidance counselor needs to assist teachers in understanding and utilizing desired tenets from behavioristic and humanistic approaches. The guidance counselor should assist teachers in providing for individual differences and emotional needs, in utilizing problem solving procedures, and in accepting students as human beings having much worth. (BHK)

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ROLE OF THE GUIDANCE COUNSELOR [by Marlow Ediger]

The guidance counselor needs to be actively involved in improving the curriculum. Quality objectives, learning opportunities, and evaluation techniques assist students to become well adjusted and feel emotionally secure. Each student then might also achieve more optimally in the cognitive, affective, and psychomotor dimension. What can the guidance counselor do to aid learner achievement in the curriculum?

Principles of Guidance in the Curriculum

There are definite guidelines which need to be followed by the counselor in guiding teachers to provide for students individually in the classroom and school setting.

First, teachers need to perceive meaning in providing for each student in the curriculum. With meaning, teachers understand what is involved in providing for individual differences. Thus the curriculum needs to be adjusted to each student rather than the student to the curriculum. The guidance counselor then must assist teachers to utilize appropriate pretest approaches so that the present achievement level of each student may be evaluated. With knowledge of present achievement level of each student, the teacher might provide more adequately for individual differences. Sequential learning opportunities, as a result, may be in the offing for each student. The guidance counselor must assist teachers to attach meaning to the concept of providing for individual differences. Tompkins and Hokisson [1] wrote the following pertaining to a specific curriculum area:

> Understanding how children learn and particularly how they learn language influences how we teach. . . . The

CG023164

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> instructional program should never be construed as a smorgasbord of materials and activities; instead, teacher's design instruction based on what they know about how children learn. The teacher's role in the elementary classroom is changing. Teachers are now viewed as decision makers, empowered with both the obligation and the responsibility to make curricular decisions. In the language arts program, these curricular decisions have an impact on the content (information being taught) and the teaching strategies (techniques for teaching content).

Second, teachers need to view problem solving as a major philosophy of teaching. The guidance counselor may guide teachers to identify vital problems, gather related data, develop a hypothesis, and test the hypothesis in a functional setting. Instead of believing that nothing can be done in a given negative situation, the teacher needs to engage in identifying and solving problems. Problems which might need solutions in many classrooms include the following:

1. discipline involving learners.
2. securing student attention for learning.
3. emphasizing social development among students.
4. stressing optimal individual student progress.
5. diagnosing and remedying specific problems in learning.

Pertaining to problem solving, Ediger [2] wrote:

> There are definite philosophies, different from each other, which may well be utilized . . . . One philosophy, namely experimentalism, stresses that students identify and solve life-like problems in the environment. The problems need to come from society. School and society should be integrated, not separated from each other.
>
> Flexible steps are involved in emphasizing problem solving in the classroom. First of all, a problem needs identification and selection. The problem must be clearly stated. A variety of learning opportunities need to be provided so that learners are stimulated to select a problem. Next, data or information needs gathering in answer to the problem. ...databases can assist in securing the needed content. A hypothesis is then developed. The hypothesis is tentative, not absolute, and is subject to testing.

Problem solving philosophies avoid feelings of hopelessness and futility in improving teaching-learning situations.

Third, the guidance counselor may assist teachers in helping students to achieve well in accepting and being accepted by others. Adequate emphasis must then be given to having students work in committee settings in the classroom. To work on a committee to develop and complete a project, each student needs guidance to

1. participate fully, but not dominate.
2. respect contributions of other committee members.
3. assist others in a positive manner to do well and work effectively.
4. have ideas circulate among members (interaction) rather than being presented between two committee members (coaction) only.
5. attain as much as individual abilities permit.

Social development of students is important in school and in society. Each student desires acceptance and esteem from others.

Fourth, the guidance counselor needs to assist teachers to provide for emotional needs of students. Thus, learners need to feel that achieving vital objectives is satisfying. An inward desire to learn is then in evidence. Objectives need ordering so that each student feels he/she is achieving, growing, and developing well. With continuous progress made by each student individually, success in learning is in evidence.

Quality order in learning opportunities is needed so that continuous progress is present in ongoing lessons and units. The order needs to proceed from the simple to the complex or from the concrete, semi-concrete, to the abstract. Jarolimek [3] wrote the following pertaining to sequence in the social studies:

> The social studies program should be built on what the child already knows. This means that, in introducing topics or units for study, the teacher will need to explore with the children the extent of their prior experiences with the subject. Social studies programs are then planned to build

> learnings sequentially year by year as each teacher assumes some responsibility for maintaining continuity in children's learning.

The guidance counselor also needs to assist teachers to provide for students individually based on learning styles possessed. A favorite way or ways of learning are in the repetoire of each student. Thus many ways of learning are available to students; these include

1. reading versus audio-visual materials of instruction.
2. individual endeavors versus group or team projects.
3. inductive versus deductive methods of learning.
4. humanism versus behaviorism as psychologies of teaching-learning in the curriculum.

Happy, contented, achieving students are musts in the curriculum. Pertaining to the affective or attitudinal dimensions of reading instruction, Leu and Kinzer [4] wrote:

> Affective aspects of comprehension include a reader's attitude and interest in reading.
>
> All readers comprehend better when they are interested in reading. The difference is especially noticeable among less proficient readers. Any teacher of reading knows students who had difficulty comprehending typical classroom assignments but had no difficulty when they were highly interested. Thus, to facilitate comprehension, always make reading and reading instruction as interesting and enjoyable as possible.

Psychologies of Instruction

The guidance counselor needs to assist teachers to understand and utilize desired tenets from educational psychology.

Behaviorism, as one psychology, emphasizes the following concepts:

1. measurably stated objectives.
2. learning opportunities to achieve only what is stated in the objectives.
3. appraisal procedures which measure if the precise objectives have been achieved.
4. careful sequence of objectives in ascending order of difficulty.
5. continuous feedback to students of acquired achievement.

6. reinforcement of correct responses of students.
7. shaping and successive approximations of behavior.
8. observable results only from students, not what is internal.

Humanism, as a second psychology, stresses the following tenets:

1. student skill in making choices and decisions.
2. student-teacher planning of objectives in the curriculum.
3. learners selecting learning opportunities, from among alternatives.
4. achievement being its very own reward in learning.
5. student involvement in choosing appraisal procedures to reveal what has been learned.
6. learners doing their own sequencing of experiences in a psychological rather than logical curriculum.
7. active involvement of students, not passive recipients of subject matter acquired.
8. individual and committee work available as students select learning opportunities.

In Closing

The guidance counselor can be a very valuable person in curriculum development and improvement. Thus the guidance counselor assists teachers to

1. establish meaning in providing for individual differences among students.
2. utilize problem solving procedures in the classroom setting.
3. accept students as human beings having much worth. Learners also need to accept and be accepted by peers.
4. provide for emotional needs of students.

Jarolimek and Foster[5] wrote:

> The school experience is a powerful force in shaping the affective development of children. They learn to like school or dislike it. They develop and extend their value system in school. They grow to feel good about certain encounters and certain people, or they are repulsed by them. Most of these feelings they will carry around with them as part of their affective baggage, so to speak, for the rest of their lives. The school experience, moreover, has a strong impact on the creative expression of children. School can excite and nuture the imaginative and creative abilities or it can stifle them.

Two psychologies need to be analyzed by teachers and selected elements used to provide for additional optimal student achievment. The two psychologies were behaviorism and humanism. Each student needs to learn as much as possible in goal attainment. Learners need to make optimal individual progress. Happy, contented students should be an end result when teachers followed desired tenets from the psychology of education in teaching-learning situations.

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